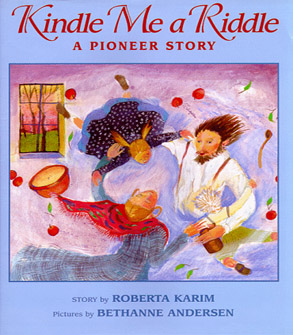
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Strategies Bonanza

Grade 4

Wendy Picarella

**Standards Addressed**

***CommonCore Social Studies Standards***

**The New Nation’s Westward Expansion (1790-1830)**

* 4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the west, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)

***CC-ELA Standards***

**Reading: Literature**

* [CCSS.ELA-Literacy.RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Reading: Informational Text**

* [CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Writing:**

* [CCSS.ELA-Literacy.W.4.3](http://www.corestandards.org/ELA-Literacy/W/4/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
* [CCSS.ELA-Literacy.W.4.3d](http://www.corestandards.org/ELA-Literacy/W/4/3/d/) Use concrete words and phrases and sensory details to convey experiences and events precisely.

**Speaking and Listening:**

* [CCSS.ELA-Literacy.SL.4.4](http://www.corestandards.org/ELA-Literacy/SL/4/4/) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Engagement**

The teacher will begin by telling the students that a book will be read to them in class and that they should listen closely to the descriptions of the items because they will be choosing one of the items to use as the subject of a concrete poem.

Next, the teacher will read the book *Kindle Me a Riddle—A Pioneer Story* by Roberta Karim to the class. Throughout the story, 18 simple riddles involving various aspects of westward expansion and pioneer living are exchanged between the characters.

The “Wagon Wheel” graphic organizer consists of 16 sections. The students will be instructed to write the subject of each riddle into a section. Some of the subjects used in the riddles may be unfamiliar to the students (i.e., samplers and cloaks). Each subject is described in detail at the end of the book.

Following the book, the teacher will discuss with the different riddles with the students. The teacher will ask the students questions such as:

Can you describe the item?

Is there anything modern that is similar to the item?

What does the item make you think of? Why?

What is it made of?

What could you use it for?

The teacher will write key words on the white board.

The students will be prompted to include these key words in the relatable section of the “Wagon Wheel” to serve as aids for their writing.

The teacher will then instruct the students to choose an item from a riddle to be the focus of the concrete poem.

**Activity**

Concrete poetry is also known as shape poetry. This type of poem is arranged so that the visual appearance of the poem matches the topic of the poem.

The students will be asked to make a rough draft of their poem on regular notebook paper. The poem should utilize concrete words (related to the 5 senses) and adjectives. A poem between 6 and 12 lines should be sufficient. The poem does not have to rhyme. The teacher will walk around the class to assist students as needed.

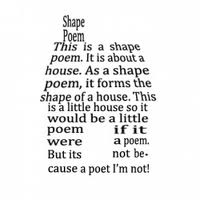
Once the poems are complete, the teacher will distribute one piece of white drawing paper to each student. The students will then be instructed to use a pencil to make a light sketch of their chosen item on the paper.

Finally, the teacher will instruct the students to transfer their poem into/onto their sketch. Some adjustments may need to be made to the layout of the poem, so students should print lightly at first. Once the student is satisfied with the layout of the poem, they should use a pen to trace the poem.

**WAGON WHEEL**

THE LIFE OF A PIONEER FAMILY

Example of a concrete poem:



**References**

*Concrete Poems*

<http://www.poetry4kids.com/blog/news/how-to-write-a-concrete-poem/>

*Images*

Google Images